

THE PERCEPTIONS OF SCHOOL MANAGERS REGARDING MANAGEMENT OF CHANGE IN THABONG SECONDARY SCHOOLS

by

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36-50

DECLARATION

I declare that :

THE PERCEPTIONS OF SCHOOL MANAGERS REGARDING MANAGEMENT OF
CHANGE IN THABONG SECONDARY SCHOOLS

is my own independent work, that all the resources quoted have been indicated and
acknowledged by means of complete references and that this dissertation was not
previously submitted by me for a degree at any other university.



.....
A MABASA

28/11/2002
.....
DATE

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PREFACE

TITLE : The perceptions of school managers regarding management of change in Thabong Secondary Schools.

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SUMMARY

The first democratic elections in 1994 heralded in a new political dispensation. The education system could not escape the dynamic process of change and as a result there emerged a need to retrain, motivate and capacitate school managers to meet the challenges of curriculum, education, legislation and other related changes.

This research highlights the need to initiate school management teams' capacity building programmes aimed at improving the efficiency of school managers.

The Department of Education should have a core team at provincial level that will train, support and monitor progress of problems encountered by different schools.

Urgent attention must be given to the Development Appraisal System (DAS) which remains a vehicle through which educators can be developed. It is understood that this will require the Department of Education to have a core team to capacitate educators.

(v)

The school managers are of the opinion that preparation should be considered to be a need to address problems as they arise and consider their implications for revising the vision, policy or implementation strategy under which the program of the problem coping operates.

Workshops to empower capacity of school managers by the Free State Department of Education are not sufficient to equip them with most efficient management skills.

TABLE OF CONTENTS

	PAGE
CHAPTER ONE	
ORIENTATION	
1.1 INTRODUCTION	1
1.2 SIGNIFICANCE OF PROPOSED STUDY	2
1.3 STATEMENT OF THE PROBLEM	4
1.4 AIM OF THE STUDY	5
1.5 DEFINITION OF CONCEPTS	6
1.5.1 Change	6
1.5.2 Management	7
1.5.3 School manager	8
1.5.4 Principal	8
1.5.5 Perception	8
1.5.6 Educator	9
1.5.7 Learner	9
1.5.8 School	10
1.6 RESEARCH DESIGN AND METHODOLOGY	10
1.6.1 Research design	10
1.6.2 Methodology	11
1.6.3 Quantitative research	11
1.6.4 Research instruments	11
1.6.4.1 Questionnaire	12
1.6.4.2 Focus group interview	12
1.6.5 Population and sampling	12
1.7 DATA ANALYSIS	13
1.8 DELIMITATION OF THE STUDY	13
1.9 LIMITATIONS OF THE STUDY	13
1.10 PROGRAMME OF STUDY	13
1.11 CONCLUSION	14
CHAPTER TWO	
CHANGE AS PART OF EDUCATIONAL MANAGEMENT PROCESS	
2.1 INTRODUCTION	15
2.2 THE NATURE OF CHANGE	16
2.2.1 Vision building	16
2.2.2 Pressure and initiative-taking	17
2.2.3 Empowerment	17

2.2.4	Assistance	18
2.2.5	Problem-coping	18
2.3	THE FORMS AND PHASES OF CHANGE	19
2.3.1	Technocratic change	20
2.3.2	Social change	20
2.3.3	Interactive change	21
2.3.4	Competitive change	21
2.3.5	Optimal change	21
2.3.6	Incremental change	22
2.3.7	Transformational change	22
2.4	STEPS IN THE CHANGE PROCESS	23
2.5	MANAGEMENT OF CHANGE	23
2.6	THE DIFFERENT ROLE APPROACHES OF THE SCHOOL MANAGER IN MANAGING CHANGE	24
2.6.1	The role of the school manager and his task environment	25
2.6.2	Skills needed by the school manager as agent of change	26
2.6.2.1	Interpersonal role	26
2.6.2.2	Information role	27
2.6.2.3	Decision-making role	27
2.7	THE ROLE OF NEGOTIATION	28
2.8	RESISTANCE TO CHANGE	28
2.9	RESPONSIBILITIES OF SCHOOL STAFF, LEARNERS, PARENTS AND SCHOOL GOVERNING BODIES IN AN ERA OF CHANGE	29
2.9.1	Educators	29
2.9.2	Learners	30
2.9.3	Parents and School Governing Bodies	31
2.10	CONCLUSION	31

CHAPTER THREE

RESEARCH METHODOLOGY AND COLLECTION OF DATA

3.1	INTRODUCTION	33
3.2	RESEARCH METHOD DEFINED	33
3.3	RATIONALE FOR CHOOSING RESEARCH METHODS	34
3.3.1	The qualitative research method	34
3.3.2	The descriptive research method	35
3.3.3	Quantitative research method	36

3.4	CHARACTERISTICS OF A RESEARCH INSTRUMENT	36
3.4.1	Reliability	37
3.4.2	Validity	37
3.5	POPULATION AND SAMPLE SELECTION	38
3.6	DATA COLLECTION INSTRUMENTS	39
3.6.1	Questionnaire	40
3.6.1.1	Questions explained	41
3.6.2	Interviews	44
3.6.2.1	The focus group interview	47
3.6.2.2	The interview questions	48
3.7	CONCLUSION	50

CHAPTER 4 DATA ANALYSIS

4.1	INTRODUCTION	51
4.2	DATA ANALYSIS	51
4.2.1	Analysis of questionnaire	53
4.2.2	Feedback from interview with school management team members	63
4.3	DIFFERENCES AND SIMILARITIES OF QUESTIONNAIRE AND INTERVIEW RESPONSES	69
4.3.1	Differences	69
4.3.2	Similarities	70
4.4	CONCLUSION	72

CHAPTER 5 CONCLUSION AND RECOMMENDATIONS

5.1	INTRODUCTION	73
5.2	FINDINGS AND INTERPRETATIONS	73
5.2.1	Findings from the literature study about educators	74
5.2.2	Findings from the literature study about school managers	74
5.2.3	Findings from questionnaire	75
5.2.4	Findings regarding interviews aimed to retrieve the school managers perception of school management	77
5.3	IMPLICATIONS OF THE RESULTS TO EDUCATORS	79
5.4	RECOMMENDATIONS	81
5.5	CONCLUSION	82

	PAGE
5.6 SUGGESTIONS FOR FURTHER RESEARCH	82
BIBLIOGRAPHY	83

LIST OF TABLES

Table 4.1 : Sources of data collected	53
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LIST OF ANNEXURES

ANNEXURE A - LETTER TO DEPARTMENT OF EDUCATION AND CULTURE	88
ANNEXURE B - LETTER FROM FREE STATE PROVINCE DEPARTMENT OF EDUCATION	89
ANNEXURE C - INTERVIEW QUESTIONS FOR SCHOOL MANAGEMENT TEAM MEMBERS	90
ANNEXURE D - QUESTIONNAIRE FOR SCHOOL MANAGERS	91

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

South Africa became a democratic country in 1994. This democratic dispensation brought about radical changes that affected the constitution of the country as well as the educational system. Democracy in the educational system empowers educators to utilise every resource to acquire quality education (Department of Education 1997:5). The change in the education system increased the demand to adapt and modify new circumstances and environments relating to educational issues.

Managerial training is perceived to be crucial for school managers to cope with change successfully. Change represents the struggle between what is and what is desired. Change is a deliberate effort to alter the present situations by influencing or modifying the functions, structure, technology and/or purpose of an organisation (Kimbrough and Burkett 1990:131). Change, no matter how unimportant, is also the key to creating an environment which is more constructive and pleasing academically (Squelch and Lemmer 1994:136).

Reynolds, Bollen, Creemers, Hopkins, Stoll and Lagerweij (1996:61) state that educational change comes from individuals who are actually studying change as they are engaged in bringing it about. They describe the political, cultural and technological perspectives that have been dominant in studies on innovation. Change is accelerating and the paradigms that are being used to analyse society are themselves changing (Morrison 1998:1).

*School management
and organisation
371.2
Educational change
Educational leaders*

Dimmock and O'Donoghue (1997:2) also support the above-mentioned opinion by saying that further studies are necessary at the present time, since the context within which contemporary school principals must operate has changed markedly over the last few years. The school manager has the power to determine the success and failure of schools when change is implemented. Subsequently, the educational manager faces many demands for change (Bennett, Crawford and Riches 1992:14).

The anticipated research findings is likely to contribute towards new insights and awareness of the perceptions school managers have regarding management of change and thus provide a basis for further research on educational management of change.

1.2 SIGNIFICANCE OF PROPOSED STUDY

The South African education system is currently attempting to re-establish the culture of teaching and learning in schools, particularly secondary schools. Secondary schools are faced with disciplinary problems among educators and learners. Efforts in bringing about effective change, improvement and quality in the culture of teaching and learning in secondary schools are exercised by the school managers who are expected to initiate change and facilitate and implement it. Parents, politicians and business sectors all expect that schools will accept the responsibility of changing existing practices in the interest of progress. These expectations place pressure on the principal to manage change and to accept responsibilities. As a result the school managers need certain skills, knowledge and the necessary abilities in order to initiate and manage change successfully (Van der Westhuizen 1996(b):153).

The perceptions of school managers regarding management of change has been put in perspective on the education agenda for many years. For individuals to understand its relation to recent changes in educational, political, sociological and economical environments, it is important to concentrate on external pressures for change. There are also pressures for change which arise from the body of practice in the developing profession (Tunica 1995:17).

Two further developments in research on principalship were seen towards the end of the 1980's. The significance of both developments were that they represented a shift away from a school effectiveness orientation, to firstly focus on school improvement and restructuring. Shifting the focus of school manager leadership research from instructional leadership did not only coincide with a growing awareness of the limitations of school effectiveness studies, but again with a strong forward move of government policies around the world to change, improve and restructure schools. Focus on principalship was directed to the need for and abilities of school managers to lead the change process in their school communities (Dimmock and O'Donoghue 1996:18).

Recently policies about restructuring education in the form of giving power and delegating authority from the state to the principals by decentralising the service controlled by government officials were implemented. The research designs of some researchers have indicated that they were not sure whether effective schools produced strong managers or vice versa (Dimmock and O'Donoghue 1996:11). There is insufficient theory explaining the perceptions of the school managers regarding management of change in South African schools. It is against this background that this project focuses on the perceptions of school managers regarding management of change to address the existing managerial needs in South African schools and in particular the Thabong secondary schools in Welkom.

1.3 STATEMENT OF THE PROBLEM

The effectiveness of the school manager and schools are assessed by the way the culture of teaching and learning is cultivated. Usually problems that exist in schools are lack of discipline, cooperation and resistance to change. Educators, as well as learners have the tendency of arriving late at school and again leaving school much earlier than they are supposed to. The educators are partially to blame because they rarely make any effort to bring the idle learners back to class. The rate of absenteeism is alarming both on the side of the learners and educators. Some learners go to school but do not go to the classroom to learn. They just wander around the school or stay in the toilets. If this practice goes unattended, it could lead to the abuse of substances like alcohol or drugs (Moonsammy and Hassett 1997:36).

Educators often express feelings of dissatisfaction and despondency. They feel unappreciated, overworked, not respected as professionals, under-supported, undervalued and unrewarded. They have little faith in the administration of their schools, the public and even themselves. They feel they are not trusted by their superiors or the public and feel separated from another. They feel helpless and trapped in their jobs and powerless to effect change and also express a sense of frustration at the non-teaching demands placed upon them (Moonsammy and Hassett 1997:36-37).

Mismanagement of conflict is a major problem in secondary schools. Moonsammy and Hassett (1997:82) believe that conflict can either be a positive or a negative force depending on how it is addressed. Conflict, when mismanaged can hamper re-evaluation of aims and goals.

Thus research questions ensuing from above are:

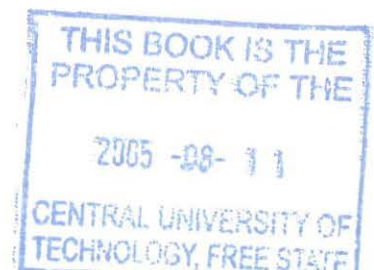
- Do school managers perceive lack of discipline, co-operation and resistance to change as detrimental to the culture of teaching and learning in schools?
- What, according to school managers appears to be the major problem in secondary schools?

These principal questions involve many different facets and the following questions are posed as research problems:

- whether school managers regard conflict among members of the schools as detrimental to school practices;
- whether school managers regard expectations of parents, politicians and business sectors as unrealistic;
- whether school managers regard managerial training as crucial in order to manage change successfully; and
- what the school manager regards as factors of change in the area of teaching and learning.

1.4 AIM OF THE STUDY

The aim of the proposed study is to investigate the perceptions of school managers regarding management of change to ensure improvement, efficiency and professionalism in executing their managerial duties. This study is intended to contribute to good interpersonal relationships and school improvement and to a



sound understanding of how to handle conflict.

The aim can be achieved by addressing primary objectives such as:

- identifying common problems of conflict among learners and educators encountered by principals;
- identifying the nature, forms and phases of change on which the school manager should focus;
- describing the different role approaches of school managers in managing change;
- identifying the reasons that lead to resistance of change; and
- determining the way school staff, learners, parents and school governing bodies accept and understand change.

1.5 DEFINITION OF CONCEPTS

Concepts integral to this study are change, management, school manager, principal perception, learners and school. The following paragraphs attempt to define these concepts.

1.5.1 Change

Change can be defined as a planned systematic process. It takes time to happen fully, it is influenced by individuals interest and it is a highly personal experience. It is a systematic attempt to redesign an organisation in a way that will help it adapt to significant changes in the environment and to achieve new goals (Mampuru (1999: 136).

Van der Westhuizen (1996(b):136) defines change as a phenomenon that affects

all aspects of a human's life, bringing about alterations in both personal and employment spheres. The process of change is a social initiative, not only to renovate, but to identify the weakness and create a pleasant atmosphere in an institution. An effective manager should be able to identify his weaknesses and strengths in his management style.

1.5.2 Management

Management is a field of study and practice concerned with the operation of educational organisation (Bush 1995:1).

Management also, is a specific type of work in education which comprises those regulative actions executed by a person or body in a position of authority in a specific field or area of regulation, so as to allow formative education to take place (Van der Westhuizen 1996:55).

Badenhorst, Calitz, Van Schalkwyk, Kruger and Van Wyk (1991:93) define management as the coordination of human and material resources toward objective accomplishment and its basic components, which are as follows:

- planning, which defines the organisation's goal;
- leading, aimed at directing and coordinating people;
- organising, which deals with designing and organisation structure; and
- controlling, which deals with monitoring activities to ensure they are being accomplished (Badenhorst *et al.* 1991:930) and these actions are performed by the school manager.

The above-mentioned school managerial functions/skills are performed by the school manager or principal.

1.5.3 School manager

A school manager is a person in a position of authority in a specific field of regulation, so as to allow formal education to take place (Van der Westhuizen 1996(a):55). Van der Westhuizen (1996(a):58) defines the school manager as a person in a supervising post who performs management work irrespective of the hierarchical level of the post, but the school manager usually is appointed in the post of principal of a school.

1.5.4 Principal

The term principal is derived from the word prince and means first rank, degree, importance and authority. The principal therefore is an individual with authority to make decisions about the operation of the school (Kimbrough and Burkett 1990:3). For the purpose of this study, the terms school manager and principal are used interchangeably and the masculine pronouns he/him/his are used not to denote sex bias, but for convenience.

The principal primarily is the person who is responsible for school management. The principal's task is to make sure that decisions, rules and policies of the department are carried out (Department of Education 1997:44). This person is delegated powers to organise and control teaching and learning effectively at a school (Department of Education 2000:12). The school manager must have the perception in selecting, organising and interpreting environmental stimuli in order to provide meaningful experiences.

1.5.5 Perception

Perception is the process by which people select, organise and interpret

environmental stimuli, in order to provide meaningful experiences. Perception includes an awareness of the events, people, object and situations in the environment (Anderson and Kyprianou 1994:49). Perception is the ability of the mind to refer sensory information to an external object as its cause (Thompson and Fowler 1995:1014). The school manager is perceived as an important figure, highly skilled to manage educational change. Crowther and Kavanagh (1995:859) define perception as the ability to see, hear or understand things, which is the task performed by the educator.

1.5.6 Educator

The concept educator means any person who teaches, educates or trains other persons at an educational institution or assists in rendering educational services or auxiliary or support services provided by or in an educational department (Department of Education 1996:16).

Bradley (1991:10) again defines an educator as a person who leads learners to a meaningful future where they will make decisions by using knowledge acquired under the leadership of the educator.

1.5.7 Learner

A learner means any person, whether a child or an adult, who receives education or must receive education (Department of Education 1996:10). A learner is a pupil or a student at any school, further education and training institution or adult learning centre.

1.5.8 School

The South African Schools Act, of 1998 defines a school as a public or an independent institution, which enrolls learners in one or more grades between grade zero to grade twelve. This research is dealing with management of secondary schools, which comprises grade eight to twelve.

Another definition that merits consideration is provided by Van der Horst and McDonald (1997:9) who defines a school as a learning organisation where a group of learners are working through learning, toward a common end, which intends to empower them with knowledge. The research design and methodology now receive attention.

1.6 RESEARCH DESIGN AND METHODOLOGY

Design and methodology in this research comprises the qualitative research, quantitative research, research instruments and population and sampling.

1.6.1 Research design

This research design is qualitative in nature. Qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions (McMillan and Schumacher 1993:372).

Creswell (1998:15) states that qualitative research focuses on methods which involve interpretive and naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural setting, attempting to make sense and interpret phenomena in terms of meanings they have found from people in their study. They are directed toward determining the nature of a situation as it

exists at the time of the study. Qualitative research involves and studied use and collection of a variety of empirical material, comprising personal experience. The personal experiences could be gathered through making use of interviews, observation and visual text that describes their day-to-day routine.

1.6.2 Methodology

The method used in this study is descriptive, giving the researcher a chance to look into the current status of the phenomena and provide valuable data particularly when first investigating an area. Descriptive research studies are directed toward determining the status of a situation as it exists at the time of the study (Ary, Jacobs and Razavieh 1990:381). The research findings are derived from the responses acquired through questionnaires and interviews which forms part of qualitative and quantitative research (Maykut and Morehouse 1994:122).

1.6.3 Quantitative research

This study mainly involves qualitative research, but in order to report statistics obtained from research instruments, it contains a quantitative element.

Quantitative research uses statistics as a method of organising data, facilitating the organisation and interpretation of numbers obtained from measuring a characteristic of variable (McMillan and Schumacher 1993:191).

1.6.4 Research instruments

For the purpose of this study, a questionnaire and focus group interviews are used in order to elicit relevant information from identified role player in Thabong secondary schools. 3.5

1.6.4.1 Questionnaire

3 5

A questionnaire is a technique used to obtain information from the subjects. Questionnaires can use statements or questions, but in all cases the subject is responding to something written (McMillan and Schumacher 1993:238). The researcher has an opportunity to indicate how he designs the questionnaire questions looking at the matters of concern in chapter three.

1.6.4.2 Focus group interview

Focus group interview is a general term where the researcher works with several people simultaneously, rather than just one. The focus group was originally a particular type of group interview used in marketing and political research but now the terms 'focus group interview and group interview' are used more interchangeable (Punch 1999:177). Interview questions are dealt with in chapter three.

1.6.5 Population and sampling

3.4

The researcher is conducting a study with school managers and school management team members of secondary schools in Thabong, which forms part of the population of this study of Welkom in the Free State province. A purposeful sampling will be used in this study to select certain segments of the population for study (Charles 1995:98). Thus a purposeful sampling involves making use of seven managers of secondary schools and 56 school management team members all within easy reach of researcher to accumulate data for research.

1.7 DATA ANALYSIS

Content analysis is used to analyse data. Analysing the data in a qualitative study, essentially involves synthesizing what the researcher obtained from various sources e.g. interviews and questionnaires into coherent description of what he has observed or otherwise discovered (Fraenkel and Wallen 1990:383).

1.8 DELIMITATION OF THE STUDY

The research is undertaken in the subject field of cognitive education in Thabong which forms part of Welkom in the Free State province.

1.9 LIMITATIONS OF THE STUDY

Qualitative results are not usually generalisable. Research is undertaken in the Goldfields region of the Free State province but results of present research should be generalisable to all other regions of South Africa because education is universal.

1.10 PROGRAMME OF THE STUDY

Chapter one focuses on the introduction and overview of the problem.

Chapter two consists of a literature review on the perceptions of school managers regarding management of change.

Chapter three describes and justifies research design and methodology as well as collection of data.

Chapter four focuses on analysis of data.

Chapter five discusses findings, conclusions and recommendations.

1.11 CONCLUSION

Chapter one has outlined the aims of the research. This includes statement of the problem, the significance of the study, aim of study, definitions of concepts, research design and methodology and demarcation of study. Chapter two reviews literature on change as the part of the educational management process.

CHAPTER TWO

CHANGE AS PART OF EDUCATIONAL MANAGEMENT PROCESS

2.1 INTRODUCTION

The study of effective school leadership is important to make schools more effective and efficient in order to improve the quality of learning for learners. The school managers have a number of managerial and leadership roles to fulfil and that is by no means a simple matter. Nowadays, the school manager's roles are more varied and complex. Educational institutions are faced with cultural diversity where the school manager performs a predominant role in managing various issues (Squelch and Lemmer1994:11).

This chapter attempts to discuss some perspectives from which change can be perceived. This is done through a review of literature. Emphasis is on the management of change as part of the educational process. An overview of the following will be undertaken, which is the nature of change, the forms and phases of change, the different role approaches of the school manager as a change agent, the role of negotiation as a management technique in organisations, the reasons that lead to resistance to change, management of change and the way school staff, learners, parents and SGB accept and understand change.

Bennet, Crawford and Riches (1992:1) believe that an important management responsibility of a school manager is that of helping colleagues to cope with educational change. Educators may find the need to evaluate their methods of teaching to match and correlate with the changing curriculum.

According to Pretorius and Lemmer (1998:1), the election of a new government put South Africa on a path of renewal and transformation. Major initiatives in all areas of national life have since been launched to create a fair and equitable society and redress the past inequalities of the pre-democratic era. Organisational development is thus a method of transforming organisations. The aim of change development in an organisation must be to improve the quality of life of all working individuals involved in a school (Department of Education 2000:19).

2.2 THE NATURE OF CHANGE

Change as a complicated process needs thorough strategic planning in order to reach a prescribed goal. The aim of change should always be improvement. According to Glutter (in Van der Westhuizen 1996(b):137), improvement is a systematic, sustained effort aimed at altering the process of learning and other related matters with the sole purpose of attaining educational goals. Over the past decade external pressures have generated the most strange pressures on school managers. Change could be the understanding of the culture of an organisation for a leader.

Van der Westhuizen (1996(b):136) defines change as a planned, systematic process. It takes time to bring about results. It is effected by individual perceptions and experience. Change is perceived as both educational and organisational (Riley and Louis 2000:5). To underline the developmental nature of change, Tunica (1995:21) characterises the change process as “evolutionary planning” and identifies five stages that need to be recognised and managed, which are:

2.2.1 Vision building

The school manager needs to provide the school staff with a vision of what the

organisation is striving to achieve and a clear understanding of its aims. "Vision" needs to be understood to enhance a strengthened participatory commitment towards the development of this phase. Shared vision provides direction and driving power of change (Bennett, Crawford and Riches 1992:121). Once the vision is identified, the school manager must take the initiative to see it to that it is carried out.

2.2.2 Pressure and initiative-taking

This phase involves the start of actual change through stable and formidable leadership that puts pressure for change through demonstration and commitment-seeking towards the change process. It also involves taking decisive action towards implementation of vision by such techniques as identifying and supporting those individuals who are prepared to support and experiment with model programs that comprise the required change (Tunica 1995:22). Subsequently, the school manager has a role to educate his subordinates that every undertaking is meant to empower the entire staff.

2.2.3 Empowerment

Empowerment involves the provision of opportunities and incentives for all people within the organisation to take action to implement the vision, or move towards its goals. People should be encouraged to emulate successful initiatives emerging from "pressure and initiative-taking". This stage also requires action to develop the new skills necessary to implement change. The researcher alleges that all staff are increasingly expected to develop new behaviours consistent with agreed goals and directions. The climate of expectation of change in professional practice as the norm for behaviour, should likely alienate in itself most individuals moving towards the direction of change (Tunica 1995:22).

Whitaker (1993:44) states that empowerment places emphasis on the individual for creating his or her own conditions for growth for defining challenges and for setting goals and targets. Fidler, Russels and Simkins (1997:203) state that a belief in staff empowerment is strongly expressed by school leaders as the cornerstone of a collaborative culture. The school manager has to make himself available to support fellow educators who struggle to implement change. The support could therefore be material or psychological.

2.2.4 Assistance

Assistance involves practical assistance and support for all staff as they develop and implement new procedures and programmes, as well as direct assistance from supervisors and formal education programmes. Much could be learnt from the experience of colleagues in the process. It is therefore essential that frequent professional dialogue between colleagues is encouraged and facilitated through such structures as staff report-backs, team teaching and problem solving meetings (Tunica 1995:22).

2.2.5 Problem-coping

Finally preparation needs to be made to identify and address problems as they arise and to look carefully at their implications for revising the vision, policy or implementation strategy under which the programme operates. The practical lessons learnt from implementation should be providing of messages about whether the changes did improve learning and which methods work best. This knowledge needs to be reported or re-introduced (Tunica 1995:22).

Morrison (1998:17) explains that change is likely to be successful if it is congruent with existing practices in the school and to be unsuccessful if it is over complex, not

understood, poorly communicated and over-demanding on the stakeholders in education and existing resources.

Formula-driven approaches suggest that managers of change need to consider the following:

- dissatisfaction with the current educational situation;
- the desirability of the proposed change;
- the practicability of the proposed change;
- the cost of the change;
- the energy for the change;
- the level of knowledge of the practical steps forward;
- the shared vision of the future;
- knowledge of the first practical steps to be taken;
- whether pressures and arguments for change are present in the context of the organisation;
- whether there is visionary leadership in an educational institution;
- the organisational power to act in a sustained manner making use of existing practices and ideology; and
- the proposals for change are seen to be legitimate (Morrison 1998:18).

2.3 THE FORMS AND PHASES OF CHANGE

There are two kinds of organisational change namely, unplanned and planned change. The planned change is preferable to unplanned change because planned change occurs according to specified goals and objectives. Therefore, planning is one of the principals management task to direct the future of his school (Mampuru 1999:38). The forms of change that appear in the next paragraphs are technocratic, social, interactive, competitive, optimal, incremental and

transformational.

2.3.1 Technocratic change

As a result of changes and improvements in technology, educational adaptations have to occur to accommodate these changes. Change that occurs in the society impact greatly to how learners should be taught, making them technologically advanced. Recently, the adoption of the OBE curriculum based on skill development makes it necessary to have computers in schools. The change in curriculum prescribes the resources like computer literacy among learners equipping them with the information technology. This knowledge should affect positively learners in the new social environment (Van der Westhuizen 1996(b):142).

2.3.2 Social change

This type of change is generated by a variety of aspects, namely:

- changes in the relationships between parents and children and between educators and children;
- a change in role such as the reformulation of the educators' task; and
- change in philosophy, such as a new perception or belief which forms a programme or policy (Mampuru 1999:38).

When there is interaction between the above stakeholders education should take place effectively in different schools and bring about interactive change.

2.3.3 Interactive change

Interactive change occurs when:

- a group of people or a school community decide on change to improve matters; and
- there are changes in the classroom, the programmes and structures of a school, and in the educational system (Van der Westhuizen 1996(b):142).

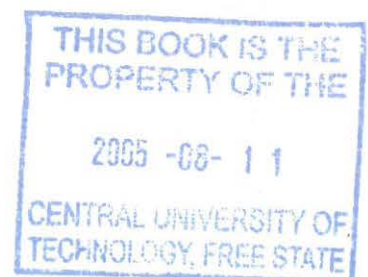
When interaction has been established, the element of competition is indispensable (Van der Westhuizen 1996(b):142).

2.3.4 Competitive change

This kind of change is brought about by competition and the desire to be better than other schools. A common example is the introduction of improved training and coaching techniques in sports teams. The competition is likely to grow or be accelerated by a number of optimal visions that need to be reconciled for a common goal (Van der Westhuizen 1996(b):142).

2.3.5 Optimal change

The optimal change develops the key groups of employees who want to initiate change, rather than having the change mandated by the education department or the school principal. Educators should be included in the drafting of policy guidelines. A change initiative could be innovative if it is based on improving the existing structures in education and implement them properly.



2.3.6 Incremental change

The incremental change influences the school or any organisation to operate in a proper manner. The stakeholders should agree that minor change can improve current operations further (Mampuru 1999:38) and these minor changes can also transform the current situation at schools.

2.3.7 Transformational change

This type of change is dramatic in form and rapid in impact, and can ultimately change the entire culture of the organisation. This is the only rational change that can be made in the instance of a poorly functioning school (Mampuru 1999:38).

As a result of the various factors necessitating change and the degree of acceptance of change by the affected school community, it is crucial for the school manager to have knowledge of above-mentioned types of change because each type of change is unique having its own form and intensity (Mampuru 1999:38).

Mampuru (1999:40) also mentions the phases which manage change. They are :

- diagnosis - the problem reveals the extent and reality of the situation;
- implementation - means that new structures are created, rules and regulations changes, objectives set and training provided. Resistance to change may occur during this phase;
- stabilisation - new norms come about in the stabilisation phase; and
- evaluation - indicates the degree of success of the change process and the

change itself. It enables the principal to ascertain the success of the change and serves as a point of departure for other change processes that need to be undergone (Mampuru, 1999:40). Evaluation will lead to the steps in the change process.

2.4 STEPS IN THE CHANGE PROCESS

Kurt Lewin (in Fidler, Russell and Simkins 1997:67) study the process of bringing about effective change. He contended that most efforts at change fail for two reasons. Firstly people are unwilling to alter long-established attitudes and behaviours. Subsequently Lewin developed a three-step sequential model of the change process. It involves unfreezing present behaviour, changing or developing new behavioural patterns and then refreezing or reinforcing the new behaviour. If the attitudes, and behavioural patterns have been reconciled, it would take the subordinate to the level of being an effective manager of change. The above statement emphasises participatory management style not top-down in management style.

2.5 MANAGEMENT OF CHANGE

Change can be planned or unintentional. Change evokes the attitudes of the recipients. Change is not something which can be done to others. Educators must become involved in the change and attach personal meaning to it. Individuals also interpret demands for change in terms of their previous experience and what they know. They see change as good if it accommodates their particular values. When a school manager resumes work at a new school, some changes are expected. He has an ample opportunity to see how he could implement his perceived ideas. A great amount of successful change can be seen to meet people's expressed needs (Dean 1993:86).

The effective management of change has to be judged in terms of the particular objectives of each change programme, but the general aims of virtually all efforts at organisational change are to change the way the organisation adapts to its external environment and to change to the behavioural patterns of members of the organisation (Smith 1994:30).

The school manager as the key figure around whom much of the school's activities revolve, determines the school's successes and failures to a great extent when change is implemented (Hall 1988:49).

The school manager must communicate effectively with large groups so that the vision and the direction of the school is clearly articulated, understood and shared by those within and outside the school. An important aspect of managing change is that of giving support to educators as the change takes place. It is also important to give recognition and reassurance to educators (Dean 1993:86). The task of school manager is to create and develop a culture that enables committed educators to do their work.

2.6 THE DIFFERENT ROLE APPROACHES OF THE SCHOOL MANAGER IN MANAGING CHANGE

It is expected from the school manager as the change agent to initiate change, facilitate and implement it. As the change agent of the school, he must accept the following responsibilities:

- determine the objectiveness of the proposed change;
- determine the procedures and methods for implementing change; and
- scrutinize literature relevant to the proposed change (Mampuru 1999:40).

These responsibilities will help the school manager to play an important role in reaching his goal in transforming education.

2.6.1 The role of the school manager and his task environment

Van der Westhuizen (1996(a):90) believes that a knowledge of the role approach is essential so that the educational leader may understand, adapt to and fulfil his role. The concepts which he mentions about the role approach are as follows, the prescriptions, expectations, understanding, conflict and set roles. According to Van der Westhuizen (1996(a):91) it is the responsibility of the school manager to cooperate with the following people and their task environment, which are:

- the Department of Education and Culture;
- support services;
- whole school evaluation, class visits;
- learning facilitators and school management developers;
- school governing bodies;
- outside institutions;
- NGOs and community stakeholders;
- unions, community organisations;
- parents;
- professional staff;
- learners;
- administrative staff; and
- child guidance clinic and remedial specialists (Van der Westhuizen 1996(a):91).

Cooperation with the people mentioned above, indicates how complex the role of the school manager is (Van der Westhuizen 1996(a):91). The responsibility held

by the school manager requires him to acquire more skills to direct every initiative move taken.

2.6.2 Skills needed by the school manager as agent of change

The skills which the school manager should need as an agent of change are his interpersonal role, information role and decision-making role are discussed in the next section.

2.6.2.1 Interpersonal role

Van der Westhuizen (1996(a):94) points out that school managers are responsible to take care of the best interests of all learners in their schools, all educators, parents and the community. Educators and learners expect the educational leader to direct and motivate them. School managers encourage discipline and give support to colleagues.

The viewpoint of Elliot-Kemp (1992:55) is that one of the key tasks of a leader is to coordinate and synthesise the contributions of school staff. The most important aspect of the leader's role concerns the strategic thinking about a school and its ultimate purpose. This type of thinking involves a synthesis of cognitive and effective thought in order to develop and communicate a vision of what the school should strive to become and which fundamental human values it should include. Good leaders listen to what others say and take heed. School managers should lead by example and they should work alongside the educators in the classroom, and encourage them to take responsibility for improving the culture of learning and teaching (Riley and Louis. 2000:97) and also be able to disseminate information to the other stakeholders.

2.6.2.2 Information role

The Department of Education (2000:24) states that it is the responsibility of the educational leader to transfer information to his staff, the school management team, the school governing body certain interest groups in the environment and the public at large.

The outside world sees the school manager as a leader in matters which affect the school and as someone who is knowledgeable about the task of the school. As a monitor he/she has to sift through the information gained from hearsay and official papers, determine its reliability and importance and establish which tendencies emerge. The educational leader must evaluate the information distributed by staff meetings or circular meetings, and should distribute information internally to his own school. This information shall guide him in order to make decisions concerning a number of unresolved issues (Department of Education 2000:24).

2.6.2.3 Decision-making role

Van der Westhuizen (1996(a):95) states that the decision-making role focusses on the handling of unexpected changes which are partially or totally beyond the educational leaders' control, for example conflict between staff and learners. The school manager has to deal with conflict and resolve solutions to everyone's satisfaction. He is also requested to make the facilities of the school available to the community, for example, the use of the school hall for meetings. He is expected to decide which subjects or activities are to be extended or phased out and which new projects will be undertaken.

The viewpoint of Moonsammy and Hassett (1997:3) is that schools presently have to function effectively in order to become providers of quality education.

Educational change can be brought about simply by providing more resources. Elliot-Kemp (1992:69) supports this concept when he agrees that all innovation requires extra resources and that the innovation in the real world is a process and must therefore be managed.

Theron and Bothma (1990:131-132) elaborate that although the democratic style will always be the better style, the school manager should not view democracy an excuse in making decisions, but act authoritatively. Failure to make decisions could cause educators to lose faith and confidence in his leadership. The school managers' confidence would suffer as a result. Consequently the school manager must always preserve a balance and support his democracy with a touch of autocracy when it comes to making decisions. He should also be a good negotiator.

2.7 THE ROLE OF NEGOTIATION

School managers are key figures in the school from an organisational perspective. School managers are in direct contact with educators, parents and other educationally relevant structures. They play a decisive role in maintaining sound labour relations in organisational change. It is important for school managers to understand the negotiation process and to possess negotiating skills (Mampuru and Spoelstra 1994:1-115). If transparency is applied in negotiation it could avoid the unhealthy climate of resistance highlighted in the next paragraph.

2.8 RESISTANCE TO CHANGE

According to Mampuru (1999:46) the reasons for resistance to change can be summarised as follows:

- loss of the familiar and reliable;
- loss of personal choice and values;
- possible loss of authority;
- not understanding the reasons for change;
- meaningless change;
- fear of change;
- competition;
- a low tolerance of change;
- various misperceptions regarding change;
- non involvement;
- pressure;
- habitat and dependence;
- inadequate feedback;
- lack of skills; and
- infra structural support and communication.

These reasons for resistance to change can be communicated by the stakeholders at school.

2.9 RESPONSIBILITIES OF SCHOOL STAFF, LEARNERS, PARENTS AND SCHOOL GOVERNING BODIES IN AN ERA OF CHANGE

In the next paragraphs the way school staff, learners, parents and school governing bodies accept and understand change is highlighted.

2.9.1 Educators

Effective educators provide learners with maximum opportunities to learn. Aspinwall and Pedlar (in Law and Glover 2000:166) argue that those charged with leading learning a school, need to be committed to developing the following four

key principles which are:

- lifelong learning for all;
- collaborative learning where difference and conflict are used creatively and positively;
- developing a holistic understanding of the school ; and
- strong external and community relationships.

Educators employ a range of approaches, within a sequence of lessons. The educator values learners' contributions and makes use of praise and reward to underline the value of achievement and the pursuit of excellence (Potter and Powell 1992:11). If the learners have performed very well in their examination, they should be appraised. They should be given awards for their good work, that is, intra-murally and extra-murally.

2.9.2 Learners

One of the aims of education in the new educational system is to develop responsible future citizens. Learners are encouraged to take responsibility for some areas of running the school. At the secondary level, the Representative Council of Learners (RCL) is seen as a full partner, through the SGB in leading the school. Everyone should have the opportunity to develop leadership potential (Department of Education 2000:34). Learners receive clear feedback on their performance and are shown what is expected of them. Assessment is regular, formative and diagnostic (Potter Powell 1992:11). There should be an interaction between the learner and the educators as well as between the learner and the parents at home. Parents should play a part in assisting children at home.

2.9.3 Parents and School Governing Bodies

Parents are involved in the day-to-day management of the school. School Governing Bodies (SGB's) are formal statutory bodies consisting of the school manager and elected members of the parent community (Squelch and Lemmer 1994:99). Responsibilities of parents and SGB's are as follows:

- involvement in developing a school policy;
- drafting the school budget;
- liaising with the parent community;
- meetings;
- taking part in fundraising;
- monitoring their children's progress;
- discuss the curriculum;
- involvement in developing learning programmes for learners with special needs;
- supervising, homework;
- assisting in the classroom, for example by listening to reading;
- encouraging learners to study at home;
- organising social events;
- assisting with extramural activities; and
- accompanying learners on school trips (Squelch and Lemmer 1994:100).

2.10 CONCLUSION

Chapter two discussed change as part of educational management process. Literature on the nature of change, forms and phases of change, the different role approaches of the school manager as a change agent and management of change also received attention.

Chapter three deals with the research methodology and data collection procedures by mainly making use of the qualitative and quantitative methods of research.

CHAPTER THREE

RESEARCH METHODOLOGY AND COLLECTION OF DATA

3.1 INTRODUCTION

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Following the literature review in chapter two, a detailed research method and design is presented in this chapter. A qualitative research approach is being used to explore the perceptions of school managers regarding management of change. Perceptions of school managers regarding change as part of educational management process are further determined.

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With the aim of this research being to investigate the perceptions of school managers regarding management of change to ensure improvement, efficiency and professionalism in executing their managerial duties, the qualitative research method was considered to be most suitable. Qualitative research allows the researcher to become aware of an observed problem through a willingness of those being observed, volunteering information to him (Schumacher and McMillan 1993:38) which is relevant to this study. Perceptions of school managers regarding management of change are further determined.

3.2 RESEARCH METHOD DEFINED

The word "qualitative" signifies that emphasis is placed on processes and meanings, not accurately scrutinising or measuring in terms of quality, amount, magnitude or frequency. The socially assembled nature of reality is stressed, answers are sought about questions and subsequently given meaning (Denzin and Lincoln 1994:4).

Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. Qualitative researchers study things in their natural settings attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials - case study, personal experience, introspective, interview, observational, historical, interactional and visual texts - that describe routine and problematic moments and meaning in individuals' lives (Creswell 1998:5).

Qualitative research also places emphasis on comprehension research to discover patterns emerging from thoughtful analysis of the research topic. Contextual findings and not expensive generalisations are the discoveries made through qualitative research (Maykut and Morehouse 1994:17-21). In this research, various views by participants on perceptions of school managers regarding management of change are examined and relevant conclusions are made.

3.3 RATIONALE FOR CHOOSING RESEARCH METHODS

Research methods in the next section comprise qualitative, descriptive and quantitative research method.

3.3.1 The qualitative research method

This research method is chosen with the aim of investigating the perceptions of school managers regarding management of change to ensure improvement, efficiency and professionalism in executing their managerial duties. The reason for choosing the qualitative method has been influenced largely by the work of the following researchers (De Vos, Strydom, Fouche, Poggenpoel and Schurlink 1998:239); (Anderson 1998:116) and (Miles and Huberman 1994:15).

Above-mentioned authors list the following points as advantages for making use of qualitative research:

- qualitative research has different descriptions which reveal complexity and the truth and has a strong impact on the readers;
- the researcher is able to obtain a good conception regarding the nature of reality of the world;
- the phenomenon is easily understood;
- the focus is on participants' perceptions and experiences;
- it focusses on the occurrence of events, products and outcomes;
- ordinary events in natural settings portray real life in the research process;
- it assists in the identification of suitable life skills and career success;
- it emphasises description, induction and grounded theory; and
- it includes participant, observation, in-depth interviews and conversational analysis (De Vos *et al.* 1998:239); (Anderson 1998 :116) and (Miles and Huberman 1994:15).

This method was also chosen with the intention of understanding the opinion of respondents regarding change as part of the educational management process in Thabong Secondary Schools. This method should enable the researcher to suggest alternatives and workable approaches in ensuring that school managers manage and improve efficient and professional skills in executing their managerial duties (De Vos *et al.* 1998:82). The descriptive method is appropriate to this study because it describes a particular situation and is subsequently discussed below.

3.3.2 The descriptive research method

Description as part of qualitative research has no purpose other than to describe a particular situation or event. Purely descriptive research, does not involve any

attempt to understand or explain the situation or to predict what it might be in the future or how it might be changed. Descriptive research is general, because researchers can seldom avoid the urge to draw some conclusions or make some recommendations on the basis of their observations (Reaves 1992:8). The researcher observes and then describes what was observed (Babbie 1999:74).

Descriptive research appraises the character of conditions as they represent themselves. The purpose is that such essentialities are identified as they occur, no manipulation of treatments takes place and research is intended on measuring things as representation of reality (McMillan and Schumacher 1993:34-37). Descriptive research could be qualitative as well as quantitative (Anderson 1998:100).

To enable the researcher to arrive at the relevant conclusions, it is imperative to look into the quantitative research method as a way of gathering information by making use of questionnaires in a sampled population.

3.3.3 Quantitative research method

In quantitative studies there is an established set of procedures and steps to guide the researcher. Quantitative research attempts to establish universal context-free generalisations and in order to report data statistics are used in reporting (McMillan and Schumacher 1997:16). To enable the researcher to arrive at relevant conclusions, it is imperative to look into the character of a research instrument.

3.4 CHARACTERISTICS OF A RESEARCH INSTRUMENT

Any study that is regarded as scientific must reflect credibility in which reliability is believable and trusted by readers. To attain this, data must be carefully measured

by means of reliability and validity instruments. Reliability and validity deal with the confidence and belief about the outcomes of the study. This phenomenon is called trustworthiness (Dryer 1995:130), which calls for elaboration of the concepts reliability and validity.

3.4.1 Reliability

Reliability is a central concept in measurement and it basically means consistency. There are two main aspects to this consistency which is consistency over time or (stability) and internal consistency. Consistency over time or stability, means the stability of measurements over time and is usually expressed in question. Internal consistency is the most common type of reliability (Punch 1999:98). In this measurement, the particular method of data is replicable. That is the same results are obtain, each time the researcher utilises several techniques for measuring the collected data (Silverman 1993:145; Fink 1995:41). Reliability is further regarded as the connection between recorded data and what has actually occurred in the setting being studied after the collected data has been analysed and interpreted in a uniform manner. Clear and relevant questions were formulated for the interview with the aim of getting reliable data that is free from measurement errors (Fink 1995:46), which leads to the process of validity.

3.4.2 Validity

Validity is the degree to which findings of a research study present a true and accurate picture of what is claimed to be described (Silverman 1993:149); (Hitchcock and Hughes 1995:105); (Seale 1998:134). Sullivan (2001:131) defines validity as the accuracy of a measure of the phenomenon of interest. The validity of many measures is difficult to demonstrate with any finality. Validity is a situation-specific concept - validity is dependent on the purpose, population and situational

factors in which measurement takes place. A questionnaire or other measure can therefore be valid in one situation and invalid in another (McMillan and Schumacher 1993:167). The researcher who is designing research should first define the inferences or decisions that will be made from the results. Then an instrument should be selected that provides good evidence that making such inferences or decisions valid (McMillan and Schumacher 1993:167). Validity pertains to the degree that a method investigates what is intended at a given time reflecting the phenomena or variables and interests to researchers (Kvale 1996:238). The research problem has been defined related to reviewed literature (cf.1.3) and includes population and a sample selection.

3.5 POPULATION AND SAMPLE SELECTION

Sampling is a systematic process used for selecting respondents for inclusion in a research project. A researcher gets a set of respondents from sampling that is more manageable and cost effective to work with than the pool of all cases. If properly done, sampling lets a researcher measure variables on the smaller set of cases but generalise results accurately to all cases (Neuman 1997:203). Fraenkel and Wallen (1990) states that a sample is a group in a research study on which information is obtained. A population is the group to which the results of the study are intended to apply. The key concept in sampling is representativeness. The sample from which conclusions are drawn must be representative of the population the researcher is dealing with. Sampling is perceived as a portion or subject of the population the researcher is interested in interviewing (Frey and Oishi 1995:14).

Mouton and Marais (1996:132) and Cormack (2000:51) explain a sample as a process of selection of a small group of people from a defined population. Viewed from this point, this research study has selected a specific population which consists of school managers, deputies and heads of department from Thabong Secondary Schools in the Free State province of South Africa.

Based on these views, 7 school managers and 56 management team members have been chosen from each of the seven secondary schools in Thabong by making use of purposive sampling which is appropriate for the researcher to select population based on the judgement and the purpose of the study (Babbie 1999:174). The school managers of the seven secondary schools were given questionnaires to answer which follows in the next section.

3.6 DATA COLLECTION INSTRUMENTS

There are essentially six methods used for the collection of data, namely observations, questionnaires, interviews, documents, tests and unobtrusive assessments. All researchers use one or more of these versions, depending on the effectiveness and restrictions of each of these considerations (McMillan and Schumacher 1993:40).

Questionnaires and interviews utilise the question approach. These instruments can be used to obtain information concerning facts, beliefs, feelings and intentions. The difference between the two methods lies in the fact that the interviewer collects data through face-to-face or telephone interaction (Meulenbergh and Buskens 1997:2), while the questionnaire contains written questions that people respond directly to without the assistance of an interviewer (Sullivan 2001:48).

The questionnaire has become one of the most useful means of collecting information. It permits the collection of reliable and reasonably valid data which is relatively simple and economical and can be completed in a short space of time (Anderson 1998:207).

The researcher made use of the questionnaire and interviews to formulate an opinion about managing educational change in schools. In order to follow this

course, the researcher had to obtain permission to conduct research in the secondary schools from the district manager of Goldfields region in the Free State province (cf. Appendix B1). The district manager also informed the Head of Education about the intentions of the researcher (cf. Appendix B2). For the purpose of clarity, the instruments that are frequently used in this research are discussed in detail in the sections that follow.

3.6.1 Questionnaire

The questionnaire (cf. Annexure D) was handed to the selected participants. To ensure that the questionnaires were relevant to present the situation, consultations with the officials of the Free State Department of Education were effected. Also, the researcher's supervisor was requested to give her opinion on the correctness of the instruments. Questionnaires were personally given to the respondents and the responses collected at a given time. As a result, all the questionnaires were completed and returned. There was not a single questionnaire completely discarded.

Theory in this research is derived from the material collected during the research process, which helps to clarify the ideas of the researcher in the process of the investigation. Patterns emerging from the data form, what is known as grounded theory and attempts to provide relevant explanations, interpretations and applications. Grounded theory seeks to establish a new theory from the data collected in the research and therefore helps to reduce complex realities into explanations (Creswell 1994:153). Questions asked should be coherent and logical as stated below.

3.6.1.1 Questions explained

De Vos *et al.* (1998:270) argue that questions which researchers ask should enable them to find answers to issues which seem to be important but remain unanswered. These questions should be narrowed and focussed as concepts are discovered to be relevant or irrelevant. In this research all questions which were irrelevant were discarded. It is important to give clarity to what the researcher wanted to achieve by posing certain questions.

Questions appearing below solicit the opinion of school management teams and school managers relevant to change as part of educational management process and researcher made findings based on their responses in chapter four.

Question 1

Do teachers and learners at your school attend and honour classes or periods as expected?

The answer allowed the respondent to a choice between YES or NO.

The aim of the questions was to establish whether educators and learners at school attend and honour classes or periods as expected.

Question 2

In what way would you reprimand learners and educators at your school failing to honour classes or periods?

The question wants to establish the knowledge of alternatives to corporal

punishment from the school managers to learners.

Question 3

How do you deal with lack of or no cooperation from educators or learners?

The question intends to establish the various ways and methods the school manager should use in motivating both educators and learners.

Question 4

What measures would you employ to cope with the resistance of educators and learners to change?

The researcher wants to determine measures of consistency the school manager would employ in dealing with resistance to change.

Question 5

As a school manager you have to implement some changes at your school. Some members of your staff seem to have no problem in accepting and complying with the change but other staff members are in resistance. What conflict management skills would you employ in trying to resolve conflict between these two groups at your school?

The researcher wants to establish which conflict management skills would the school manager would employ in trying to resolve conflict between the two mentioned groups at school.

Question 6

Your staff members need education on conflict management. Why do you think it is necessary to provide education on conflict management? Motive your answer.

The researcher intends to establish why it is necessary to provide education on conflict management.

Question 7

Explain how parents are involved in the school work of their children.

The question intends to establish the extent to which the parents are involved, trying to improve the performance of their children.

Question 8

How would you facilitate parental involvement at your school?

The researcher wants to establish the role of the school manager in making sure that parents are involved actively in the running of the school.

Question 9

How would you encourage educators and parents to manage change successfully?

The questionnaire tries to determine the ways in which the school manager would employ in instilling a sense of responsibility from educators and parents in managing change successfully.

Question 10

How would you deal with parental lack of cooperation and resistance to change?

The researcher intends to establish how the school managers deal with parental lack of cooperation and resistance to change.

Question 11

What makes managerial training necessary for both your staff and parents in SGB capacity?

The questionnaire intends to establish the crucial points to be emphasised when dealing with managerial training towards change.

Question 12

What measures would you administer to enforce discipline to your educators and learners?

The question intends to find the variety of disciplinary measures the school manager employs in maintaining discipline at his school.

In order to clarify certain aspects contained in the questionnaire, use was also made of interviews which appear in the next section.

3.6.2 Interviews

The interview is a purposeful interaction between two or more people who are in the process of a communication conversation and negotiation for specific purposes associated with some agreed subject matter. Through the interview, the

participants have the opportunity to discuss, answer and pose questions related to the phenomenon (Thomas 1998:134); (Creswell 1994:158).

The interview was regarded as an appropriate data collection instrument because interviews are appropriate in asking questions that cannot be effectively structured into a multiple choice format. Qualitative interviewing requires asking truly open-ended questions (McMillan and Schumacher 1993:428). For the purpose of this study focus group interviews were used in order to elicit responses that would clarify change as part of educational management process and thereby lending such responses to analysis which would determine perceptions of school managers regarding management of change. The focus group interviews can be described as non-directive controlled in-depth interviews used as a verbal technique to obtain information (Meulenberg-Buskens 1997:2).

The various interview techniques are mentioned below (Meulenberg-Buskens 1997:4):

- information (I) - the interviewer starts the interview by giving always some short information about himself and by giving the frame of reference to the interview;
- the exploring question (Ex-q) - the starting questions, the only substantive question in fact has to be formulated in an open and clear enough;
- reflective summary (RS) - gives back the interviewee's opinions and feelings in the interviewer's own words;
- clarifying question (Cl-q) - the interviewer cannot actually ask for more explanation (Cl-q); and

- pause or silence (P) - a silence or a pause can be very effective giving both interviewer and interviewee time to think. The effectiveness of a good, silent listener should not be underestimated (Meulenberg-Buskens 1997:4).

The stages of interview now receive attention.

An interview goes through seven stages (Kvale 1996:88) which are:

- thematizing the purpose of investigation and describe the concept of the topic to be investigated before the interview starts is formulated;
- designing the study taking into cognisance all seven stages of the investigation is planned and designed;
- interviewing the interview based on an interview guide and with a reflective approach to the knowledge sought and the interpersonal relation of the interview situation;
- analysing the basis of the purpose and topic of the investigation and on the nature of the interview material which methods of analysis are appropriate for the interviews is decided upon;
- verifying the generalisability, reliability, validity of the interview findings is ascertained; and
- reporting the findings of the study and the methods applied in a form that lives up to scientific criteria, takes the ethical aspects of the investigation consideration and that the results are communicated (Kvale 1996:88).

3.6.2.1 Focus group interview

Focus group interview is the explicit use of group interaction to produce data and insights that would be less accessible, without the interaction found in a group. The group situation can also stimulate people in making explicit their views, perceptions, motives and reasons. This makes group interviews an attractive data gathering option when research is trying to probe those aspects of people's behaviour. They are inexpensive, data-rich, flexible, stimulating, recall-aiding, cumulative and elaborative (Punch 1999:177).

Advantages of focus group interviews (Krueger 1994:37) which are:

- first, it is a socially oriented research procedure;
- the second advantage of focus group discussions is that format allows the moderator to probe;
- focus group discussions have high face validity;
- can be relatively low cost;
- can provide speedy results; and
- enable the researcher to increase the sample size of qualitative studies (Krueger 1994:37).

A focus group interview (cf. Annexure C) was designed for school management team members with the intention of formulating an opinion on perceptions of school managers regarding management of change in Thabong Secondary schools. After formal SMT meetings researcher met with the interviewees and after having shared some short information about the interviewer (initial introductions), a brief ice breaking exchange was engaged into in order to ensure that interviewees were as comfortable as possible. This was followed by the interviewer's expression of appreciation and gratitude at the interviewees' participation and contribution

towards making this study possible. All interviewees were assured of anonymity. In an interview, the establishment of a rapport, empathy and understanding between interviewer and interviewee is very important. An interview offers the interviewer the opportunity to clearly understand what the group of interviewees mean by the responses they give to questions asked (Hitchcock and Hughes 1995:93).

In this research the school management team members of mentioned seven schools were persuaded to agree to be interviewed after formal SMT meetings and they were informed how important this research could be in improving efficiency and professionalism in executing their managerial duties. The fifty six school management team members of mentioned seven secondary schools formed seven groups and a group of each of mentioned seven schools were interviewed according to their availability after formal meetings. All interviews were tape recorded. The interview questions now receive attention.

3.6.2.2 The interview questions

The following interview questions were used to engage school management teams as an attempt to obtain their opinion around perceptions of school managers regarding management of change in secondary schools.

- 1 *Do you think that the Free State Department of Education is doing enough to improve the capacity of school managers? Motivate your answer.*

The purpose of the question was to enquire whether the Free State Department of Education is doing enough to improve the capacity of school managers.

- 2 *Which mechanisms can the school management team employ to satisfy the goal of staff development?*

This question intends to ascertain whether the school principal considers staff development to be important. This will show if the goals towards staff development are realised.

- 3 *What do you understand by change as part of the educational management process?*

The researcher intends to know whether the school management teams understand change as part of the educational management process.

- 4 *How can the SMT of your school encourage the staff, learners and parents to consider and accept change?*

The researcher sought information about the different skills of motivation the SMT can utilise to make or influence the staff, learners and parents consider and accept change.

- 5 *Does the school management team make classroom observations?*

The researcher intends to know if the SMT make classroom observations.

- 6 *What do you think could be the importance of classroom observations/visits?*

The intention of this question is to know whether educators are following and adhering to the policies as set by the Department of Education.

- 7 *How often do school management teams make classroom observations/visits?*

The researcher asked this question to enquire about how often do school management teams make classroom observations/visits.

- 8 *What control measures should the SMT employ to oversee the work of educators in the classrooms?*

The researcher included this question to find out which methods the SMT can employ to oversee the work of educators in the classrooms.

The interviews with school management teams conclude the end of the collection of data in this research.

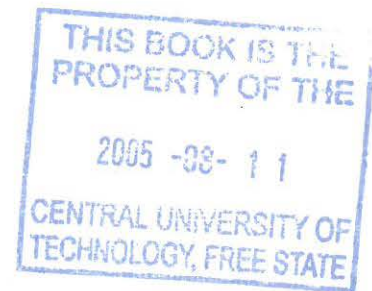
3.7 CONCLUSION

Chapter three revolves around collection of data. Clarity is given on the reason for making use of the qualitative method of research. Characteristics of a research instrument, population and sample selection also received attention. Questions used in the questionnaires and interviews were also clarified.

Chapter four deals with analyses drawn from the responses of the selected participants.

CHAPTER FOUR

DATA ANALYSIS



4.1 INTRODUCTION

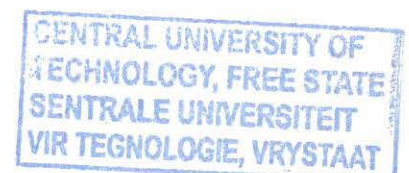
Chapter three dealt with the collection of data and related issues. The intention of this chapter is to attach proper meaning and interpretation of the collected data in order to establish whether there is a need for new enquiry into related research through the conclusion drawn from data analysis.

Neuman (1997:271) defines that analysis is a technique for gathering and explaining the content of text. The content refers to words, meanings, ideas, themes, or any messages that can be communicated. The text is anything written, visual or spoken that serves as a medium of communication.

The focus of this chapter is therefore to highlight school managers' opinions regarding change as part of the educational management process and through interviews, establish school management team members' views on the same matter. Initially data analysis is defined and thereafter responses from school managers and school management team members are analysed.

4.2 DATA ANALYSIS

Data analysis is the process of simplifying data in order to make it comprehensive (Fraenkel and Wallen 1990:475). Data refers to the kind of information researchers obtain about the subjects of their research. Analysis is the process of obtaining information through critical examination of an entity or its various elements (Charles 1995:319). Analysis is intended to describe the data clearly to identify what is



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typical and atypical among the data, bring to light differences, relationships and other patterns existent in the data and ultimately answer research questions. Qualitative data are analysed through logico, inductive analysis which is a process of grouping, regrouping and matching data obtained from research questions. The results are expressed as verbal statements (Charles 1995:118).

Qualitative analysis can eliminate an explanation by showing that it is contradicted by a wide array of evidence. In addition to eliminate less plausible explanations, qualitative data analysis helps to verify a sequence of events or the steps of a process (Neuman 1997:421).

Hitchcock and Hughes (1991:118) argue that during the process of data analysis, the researcher must establish the extent to which materials are valid, reliable and representative of the concern of the project. The researcher needs to establish the reliability and validity of the accounts as far as possible. In this research it has been easier for the researcher to determine the accuracy of facts because he is also a school manager in the Free State Province where the research is conducted.

Neuman (1997:420) highlights the following characteristics of a qualitative data analysis which are:

- it is less standard and the research is often inductive;
- analysis starts while the researcher is still collecting data;
- new concepts and theory are created by blending together empirical evidence and abstract concepts; and
- data are in the form of words, which are relatively imprecise, context based and can have more than one meaning (Neuman 1997:420).

Data obtained from analysis is reflected in table 4.1 below which reflects the sources from which data was obtained.

Table 4.1 : Sources of data collected

RESPONDENTS TO QUESTIONNAIRES	NO
School managers	7
INTERVIEWEES	
School Management Team members	56
TOTAL	63

Table 4.1 indicates that 7 school managers from secondary schools completed questionnaires and interviews with 56 school management team members were held.

An analysis of the instruments, which were used to obtained data now receives attention.

4.2.1 Analysis of questionnaire

Seven respondents from secondary schools represent the probable sampling to establish the perceptions regarding management of change to ensure improvement, efficiency and professionalism in executing their managerial duties in the Free State province and each question is analysed in detail in the next section.

Question 1 : *Do teachers and learners at your school attend and honour classes or periods as expected?*

Five respondents indicated that educators and learners attend and honour classes or periods as expected. The respondents believe that it is the responsibility of school management teams to ascertain that classes are honoured as expected.

Two respondents confirmed that educators and learners do not attend and honour classes or periods as expected. The response indicated that school management teams are not executing their duties in a proper manner.

The responses to the above question show that the majority of school managers motivate school management teams to execute their duties properly while others need to be empowered to execute their duties as expected.

Question 2 : *In what way would you reprimand learners and educators at your school failing to honour classes or periods?*

Five respondents mentioned that learners who fail to honour classes or school periods are given a written warning addressed to the parents. The possible disciplinary action for the learners may be afternoon detention classes supervised by the educator. Educators who also fail to honour school periods have to be referred to a disciplinary committee.

The other two respondents revealed that it is uncalled for to suspend or expel a learner - instead a learner should be punished by being given manual work to do, and his parents should be involved in educating him.

In the case of educators, the majority of respondents feel that educators who do not honour their classes as expected should be reported to the higher authorities and if this behaviour continues they must be granted leave without pay. The latter part of the respondents feel that those educators should be expelled from work because

they are not keen to work.

Question 3 : *How do you deal with lack of or no cooperation from educators or learners?*

Six respondents indicated that they try by all means to win educators and learners over through motivational talks and individual attention. The parties that fail to cooperate would suffer the consequences which may include learner suspension or dismissal from school.

Only one respondent alluded that educators who do not cooperate with the management and the other staff members should be charged for misconduct and learners should be suspended.

The above responses reveal that there is an uniformity in the way the school managers deal with lack of or no cooperation among educators and learners. If school managers motivate SMT's and educators positively the standard of education can and will be improved.

Question 4 : *What measures would you employ to cope with resistance of educators and learners to change?*

The opinion of six respondents was that school managers in the school governing body inform the parents and the education department concerning nature of misconduct of learners or that of the educators.

The opinion of one respondent suggests that educators and learners have been willing to change.

The above responses indicate that when educators and learners are well informed about change in educational content there should likely be no resistance to change.

Question 5 : *As a school manager you have to implement some changes at your school. Some members of your staff seem to have no problem in accepting and complying with the change, but other staff members are in resistance. What conflict management skills would you employ in trying to resolve conflict between these two groups at your school?*

Three respondents indicated that normal conflict resolution mechanisms should be used in order to identify the problems, listen to viewpoints of both groups involved and investigate possible solutions as a remedial measure.

One respondent indicated that he has not experienced any resistance yet, but should it occur, he will communicate with staff members individually.

Three respondents believed that they would consult with other school management team members to share ideas. They would identify the problem and delegate some SMT members to resolve a conflict. They also indicated that they would make use of other educators to assist those who have problems.

The above responses are more or less the same because the SMTs use almost the same strategies to resolve conflicts.

Question 6 : *Your staff members need education on conflict management. Why do you think it is necessary to provide education on conflict management? Motivate your answer.*

All seven respondents deemed it necessary to provide educators with conflict

management skills because educators need to know how to resolve conflict. Inability to solve conflict demotivates which means that educators need to have confidence in order to resolve conflict. Workshops by school managers should be conducted to assist educators to have conflict management skills.

The impressions of school managers on conflict management skills generally are the following:

- acknowledge the conflict, admit that there is a problem;
- define the conflict, agree on what the problem is and what is causing it;
- plan how to deal with the conflict;
- work out the solution;
- avoiding the conflict is not a good way of managing conflict, avoiding the conflict can lead to even more problems;
- avoiding individual perception;
- both people's contributions can bring about consensus; and
- working out what is right or fair by focussing on the facts of both people's contributions.

Question 7 : *Explain how parents are involved in the school work of their children.*

All seven respondents suggest that parental involvement in their schools is very positive. Parents' meetings are attended satisfactorily and parents attend one general meeting quarterly. Parents' grade committees are also in place. School Governing Bodies are very influential and supportive. All seven respondents suggest that parents should monitor their children's progress at school. Parents should check the work of their children at home. They should encourage their children to study and do their homework at home. The respondents feel that parents should only be engaged in disciplining the child i.e. the moral background

of the child.

The above responses indicate that there is uniformity in the perception of parental involvement in different schools. These responses indicate that parents are playing a role in transforming education in South Africa. The responses correspond on the aspect of the active involvement of parents in the education of their children.

Question 8 : *How would you facilitate parental involvement at your school?*

All seven respondents suggested that involvement of parents is vital. Establishment of relevant committees led by SGB members such as finance committee, fundraising committee, grades committee and disciplinary committees have brought an effective management. Involvement of parents in discipline of the learners is significant. Workshops have to be organised to keep parents informed of new involvements. Parents should also be encouraged to check and sign learners' books daily.

The above responses indicate that parents should be involved in the education of their children because they are the stakeholders in education. Effective tuition can only take place when parents are involved in the education of learners.

Question 9 : *How would you encourage educators and parents in order to manage change successfully?*

All seven respondents proposed that workshops, parents meetings and open days should be held and that the school managers should educate educators and parents in order to manage change successfully. They should know that the SMT in collaboration with the SGB have an effective role to play in the governance of the school.

From the above responses on the involvement of educators and parents in order to manage change successfully the following emerged:

- School managers need to plan in collaboration with school stakeholders, get feedback from them and review their strategies;
- change involves everyone in a school, if people can realise their importance towards the change process and at the same time acknowledge the significance of the change process, they are more likely to cooperate;
- one of the most important functions of leaders and managers in a school is to develop an action strategy to get the school from where it is and lead it towards where it should be;
- in most cases change is a constant process of experimentation, evaluation and adjustment; and
- building commitment is the ability to keep trying until a goal is reached which is an important leadership and management function in schools.

The responses to this question indicate that different respondents have a shared idea regarding the intensive in-service training of the educators.

Question 10 : *How would you deal with parental lack of cooperation and resistance to change?*

Five respondents emphasised that parents should be called in individually together with their children to enable them to start guiding and to support them at home in their efforts to master homework and organise study time.

Two respondents' perceptions suggest that educators should visit parents and learners at home. By visiting parents is to win the support of parents and learners. SMT's believe that if parents see the importance of change, they would not resist

it.

The above responses are more or less the same in that individual differences are taken into cognisance considering the views of parents.

Question 11 : *What makes managerial training necessary for both your staff and parents in SGB capacity?*

All seven respondents claimed the following about the school in general:

- educators lack confidence in executing their duties in education;
- school holidays should be utilised for in-service training;
- educators have received their professional qualifications before the new curriculum was put in place and this means they have to be assisted to change to new practices; and
- learning facilitators must be utilised for purposes of retraining of educators.

These respondents also indicated that the tasks of School Governing Bodies are the following, which are to:

- promote the best interest of the school and ensure its development;
- adopt a constitution;
- adopt the mission statement of the school which is a brief document that sets out the goals of the school and are based on shared values and beliefs;
- adopt a code of conduct for learners at the school;
- help the school managers, educators and other staff to perform their professional functions;
- decide on school times taking into account the employment provisions of staff members;

- administer and control the school property and grounds;
- encourage parents, learners, educators and other staff at the school to offer voluntary services to the school and make recommendations to the HOD about the appointment of educators;
- at the request of the HOD and under ideal conditions, allow the school facilities to be used for educational programmes not offered by the school; and
- carry out all other functions given to governing bodies by the Schools Act.

From the above responses, emphasis of respondents is on proper training of educators and the functions of SGB. There is a suggestion which recommends that time allocated to workshops is not sufficient and therefore school holidays should be utilised to train educators. The responses from the seven respondents correlate when coming to the empowerment of educators through workshops and training courses.

Question 12 : *What measures would you administer to enforce discipline to your educators and learners?*

These six respondents suggest that a code of conduct of educators and disciplinary codes as provided by Employment of Educators Act 76 of 1998 and disciplinary actions to learners should be carried out.

These respondents indicated that they perceived the code of conduct of educators as follows, which was to:

- act in a proper and becoming way as such that their behaviour does not bring the teaching profession into disrepute;
- not abuse the position they hold for financial, political or personal gain;
- avoid any form of humiliation and refrain from any form of abuse, physical or

otherwise, towards colleagues;

- refrain from any form of sexual harassment, physical or otherwise, of their learners or colleagues; and
- use appropriate language and behaviour in their interactions with colleagues.

As to the Employment of Educators Act 76 of 1998, respondents claimed that disciplinary action appropriate to the alleged misconduct may take the form of verbal reprimand, two formal written warnings and final written warning. Where formal disciplinary action may be taken, the educator concerned shall be informed in writing of the alleged misconduct. He shall be given adequate time to prepare before attending a disciplinary meeting/hearing. An educator who has had a formal disciplinary action taken against him will have the right of appeal against the action taken. Such appeal shall be directed to the School Governing Body which will review the case, any new representation on the matter and a final decision which shall be put in writing. Disciplinary actions to learners now receive attention.

These six respondents also claimed that the disciplinary actions to learners are as follows and consist of:

- verbal warnings;
- community service;
- demerits losing credits, which have already been gained;
- additional work which is constructive and which possibly relates to the misconduct;
- small menial tasks like tidying up the classroom; and
- detention in which learners use their time constructively but within the confines of classroom i.e. they cannot participate in extra-mural activities or go home.

otherwise, towards colleagues;

- refrain from any form of sexual harassment, physical or otherwise, of their learners or colleagues; and
- use appropriate language and behaviour in their interactions with colleagues.

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- community service;
- demerits losing credits, which have already been gained;
- additional work which is constructive and which possibly relates to the misconduct;
- small menial tasks like tidying up the classroom; and
- detention in which learners use their time constructively but within the confines of classroom i.e. they cannot participate in extra-mural activities or go home.

One respondent suggested that first of all the manager at any school must be a role model, therefore if every manager is disciplined, the educators and learners should have a tendency to follow him. If any measures need to be administered, communication is the best vehicle.

From the above responses, emphasis is that communication is the vehicle to administer discipline to both educators and learners.

This concludes the analysis of the questionnaire administered to school managers. In the next section feedback from school management teams receives attention.

4.2.2 Feedback from interview with school management team members

The opinions of the selected fifty six school management team members on capacity of school managers, staff development, change as part of the educational management process and class visits now receive attention. For the purpose of this study, eight questions have been used to elicit the responses of mentioned 56 respondents of the sampled population. The description of every respondent on the eight interview questions are duly summarised.

Question 1 : *Do school management teams think that the Free State Department of Education is doing enough to improve the capacity of school managers?*

Only eight respondents suggested that workshops are conducted to improve the capacity of school managers in handling the administrative roles effectively.

The majority, which is forty eight respondents suggested that workshops are not enough to empower the school managers to perform their duties effectively. Workshops are not held regularly by the Department of Education to equip school

enough management team members with administrative skills.

The researcher sees the statement on lack of workshops as a cry for help to the Free State Department of Education, because the school management teams need their school managers to be capacitated in order to train them.

Question 2 : *Which mechanisms can the school management team employ to satisfy the goal of staff development?*

The majority which is forty eight respondents' beliefs emphasise that workshops, seminars and in-service training have become the adopted mechanism towards staff development. Workshops, OBE courses, seminars should be held to empower the staff members with skills. Workshops are conducted by SMT and learning facilitators. The SMT's may delegate educators to perform managerial duties in order to equip them with managerial skills. The forty eight respondents differ considerably when it comes to who should initiate or in what way the workshops, seminars and in-service training should be conducted. Experts from labour relations and specialists in OBE should conduct workshops to capacitate educators.

Only eight respondents indicated that workshops are conducted once in two years by experts or specialists from the Free State Department of Education and NGOs.

Question 3 : *What do school management teams understand by change as part of the educational management process?*

Forty respondents' perceptions suggested (the majority) that change is a transformation process which deals with the total arrangement of the systems accommodating new ideas and conceptions. Change is seen as a shift from 'good to best' in terms of management and learners outcomes and acclimatizing to new

educational demands introducing new aims and implementing new mechanisms of reaching them.

Only sixteen respondents' perceptions suggest that change is an innovative process.

Question 4 : *How can the SMT encourage the staff learners and parents to consider and accept change?*

The interviews revealed the following about the SMTs encouragement role to staff, learners and parents who may consider accepting change.

Twenty four respondents suggest that SMTs encourage staff to associate themselves with the vision/mission of the school and if that is accomplished the staff, learners and parents will feel empowered.

Eight respondents suggested that encouragement could take a form of:

- holding meetings and explaining the changes;
- empowering all stakeholders in the community; and
- alleviating fears for change.

Twenty four respondents' suggested that the SMT could encourage educators and learners if they explain the intended change. They feel that the SMT should clarify the following aspects to all stakeholders, which is that the:

- strategic aim for implementation must be clearly defined and that implementation must be carefully planned and managed;
- SMT need to enlighten the stakeholders of the change initiatives to create

flexibility; and

- SMT need to take the lead (lead by example).

From the above responses there is a correlation between the ideas of respondents, because meetings and workshops are held to educate all stakeholders that are recipients of change.

Question 5 : *Does the school management team make classroom observations/visits?*

The majority which is forty respondents' emphasised that they have experienced frequent classroom/ observations from SMT's but only sixteen respondents emphasised that they do not have classroom observations in their schools. They also believe that SADTU members refused to be developed through classroom observations.

From the response to classroom observations there is an indication that there is not consistency with regard to the implementation of classroom observations in schools.

Question 6 : *What do school management team members think could be the importance of classroom observations/visits?*

Forty respondents' suggested that classroom observations/visits are important because they assist educators to become effective teachers. They feel classroom visits are important, especially if done as espoused in Resolution (4) DAS.

Above respondents feel that classroom observation/visits give the SMT a clear picture of what is happening in the classrooms, which are that:

- the School Management Team will be in a position to see the educators' strengths and weaknesses;
- importance of classroom observations/visits are to recognise the achievements of educators and to assist them to identify ways of improving their skills and performance;
- to identify educators' potential for career development and to improve their career prospects;
- to give guidance to educators and to improve the management of the school;
- to give guidance especially to beginner educators;
- to empower educators and check the pace at which work the programme is handles; and
- to motivate both educators and learners.

The other sixteen respondents suggested that classroom observations/visits are important especially if done as espoused in Resolution (4) DAS.

From the above responses it is indicated that the importance of classroom observations/visits is to improve the culture of teaching and learning.

Question 7 : *How often do school management teams conduct classroom observations/visits?*

Forty respondents answered/mentioned that classroom observations/visits are usually conducted once a month and the other twenty respondents words quarterly.

Sixteen respondents mentioned that no classroom observations/visits are conducted.

From the above responses, it becomes clear that classroom observations/visits

should be planned and reasonable time should be given to educators.

Question 8 : *What control measures should the school management team employ to oversee the work of educators in the classrooms?*

All fifty six respondents' opinions with regard to control measures of school management teams should employ in order to oversee the work of educators in the classrooms are as follows:

- control of learners' work in the classroom to ensure that there is quality service;
- vigorous checking and controlling of period registers and learners' progress reports;
- control of educators' workbooks;
- formal and informal tests have to be evaluated and controlled with the required standards according to assessment standards in mind;
- question papers and memorandums have to be moderated; and
- class visits have to be conducted.

These responses indicate that school management teams of different secondary schools differ in overseeing the work of educators in the classrooms.

When the feedback with school managers and school management team members are taken into consideration, it becomes clear that certain issues are agreed upon and other not.

4.3 DIFFERENCES AND SIMILARITIES OF QUESTIONNAIRE AND INTERVIEW RESPONSES

Diversity of opinions will now receive attention.

4.3.1 Differences

- Fifteen percent of the respondents claimed that it is only a fraction of educators and learners who do not attend their classes on time or regularly.
- Fifteen percent of the respondents revealed that educators who fail to honour classes or school periods are verbally reprimanded and others are to face disciplinary committee to state their case for appeal.
- Two percent of the respondents indicated that these who are against change should be forced to abide with new changes or else sidelined.
- The forty eight respondents differ considerably when it comes to who should initiate or in what way the workshops, seminars and in-service training should be conducted.
- Only sixteen respondents emphasised that they do not have classroom observations in their schools. They also believe that SADTU members refused to be developed through classroom observations.
- There is no consistency with regard to the implementation of classroom observations in schools.

- Sixteen respondents mentioned that no classroom observations/visits are conducted.
- The responses indicate that school management teams of different secondary schools differ in overseeing the work of educators in the classrooms.

Corresponding opinions are now highlighted.

4.3.2 Similarities

- Ninety eight percent of the respondents feel that to cooperate with educators and learners, one must have regular consultation with them, trust them, have good human relations with them and to treat them equally.
- Ninety eight percent of the respondents indicated that educators and learners who resist change, should be developed in that regard. Workshops pertaining to change should be conducted.
- Ninety eight percent respondents' perceptions suggest that, parents should be encouraged to cooperation in school activities by the education department. If there is a change for instance, in the curriculum of the school, they must be informed equally such as the other stakeholders. This approach will alleviate the resistance to change.
- The other view of the respondents is that parents should be trained and developed to cope with the effects of change.
- The majority of school managers motivate school management team

members to execute the duties properly while others need to be empowered to execute their duties as expected.

- Responses revealed that there is uniformity in the way school managers deal with lack of or no cooperation among educators and learners. If school managers motivate SMT's and educators positively the standard of education can and will be improved.
- Responses indicate that when educators and learners are well informed about change in educational context there should likely be no resistance to change.
- Responses are more or less the same because all SMTs use almost the same strategies to resolve conflict.
- All seven respondents, deemed it necessary to provide educators with conflict management skills because educators need to know how to resolve conflict. Inability to solve conflict demotivates which means that educators need to have confidence in order to resolve conflict.
- The majority of respondents suggest that parental involvement in their school is very positive.
- It was agreed by all respondents that workshops have to be organised to keep parents informed of new involvements. Parents should also be encouraged to check and sign learners books daily.
- The majority which is forty eight respondents, suggested that workshops are not enough to empower the school managers to perform their duties

effectively.

- Change is seen as a shift from good to best in terms of management and learners outcomes and acclimatizing to new educational demands introducing new aims and implementing new mechanisms of reaching them.
- There is a correlation between the ideas of respondents because meetings and workshops are held to educate all stakeholders that are recipients of change.
- The majority of respondents suggested that classroom observations /visits are important because they assist educators to become effective educators.

4.4 CONCLUSION

Chapter four dealt with analysis of data, the questionnaires completed by school managers and interviews conducted with school management team members. A clear definition of data analysis has been given in the introductory part of this chapter. Responses have been thoroughly analysed and relevant conclusions were drawn.

Chapter five deals with the summary of findings and recommendations.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This study comprised insights and awareness of the perceptions school managers have regarding management of change in secondary schools (cf.1.3). Efforts in bringing about an effective change and quality in the culture of teaching and learning were brought to light (cf.1.3). Some of the problems encountered at secondary schools among educators and learners touch aspects like lack of discipline, cooperation, resistance to change and mismanagement of conflict (cf.1.3).

This study is intended to contribute to good interpersonal relationship and school improvement (cf.1.4).

5.2 FINDINGS AND INTERPRETATIONS

In order to arrive at an appropriate conclusion, a literature review on change as part of educational management process was conducted and thereafter school managers were requested to complete a questionnaire to establish the perceptions regarding management of change to ensure improvement, efficiency and professionalism in executing their managerial duties, while school management teams were interviewed to establish the opinions on capacity of school managers, staff development and class visits (cf.1.4).

Findings regarding the literature study, questionnaires and interviews now receive attention.

5.2.1 Findings from the literature study about educators

Findings from the literature study indicated the following about educators:

- they have a tendency of arriving late at school and leave school much earlier than they are supposed to;
- the rate of absenteeism is quite high on the side of educators;
- they are to blame for ill-disciplined behaviours among learners, because they do not take the initiative to bring the idle learners back to the classroom;
- they often express feelings of dissatisfaction and despondency about their assigned role to discipline their learners;
- they feel unappreciated, overworked, disrespected as professionals, under-supported, undervalued and unrewarded for their efforts;
- they have little faith in the school administration, the public and even in themselves;
- educators feel they are not trusted by their supervisors or the public and feel separated from one another;
- they feel helpless and trapped in their jobs and powerless to effect change; and
- educators express a sense of frustration at the efforts they make to win the hearts or interest of learners, parents and supervisors (cf.1.3).

5.2.2 Findings from the literature study about schools managers

Literature study findings about the perceptions of school managers about the role of educators revealed the following:

- school managers hold the perception that educators should have a shared

vision of what the organisation is striving to achieve and a clear understanding of its aims (cf.2.3.1);

- the perception of empowerment of educators is that it involves the provision of opportunities and incentives for all people within the organisation to take action, to implement the vision of transformation or move towards its goals(cf.2.3.3);
- the school managers' perception of assistance to educators involves practical support to all staff as they develop and implement new procedures and programmes, as well as direct assistance from supervisors and formal education programmes (cf.2.3.4);
- the school managers are of the opinion that preparation should be considered to be a need to address problems as they arise and consider their implications for revising the vision, policy or implementation strategy under which the program of problem coping operates (cf.2.3.5); and
- the school managers' opinion is that change as part of the educational process should assist educators to execute their duties properly. This can only be achieved if educators are consulted when making opportunities for change as part of an educational management process.

Findings from questionnaires completed by school managers now receive attention (cf.4.2.1).

5.2.3 Findings from questionnaire

Questionnaires completed by school managers reveal the following:

- the perception of the school managers indicate that educators and learners do not attend and honour classes or periods as expected;
- some school managers perceive motivation as a strong inspiration to

encourage educators to execute their duties properly;

- school managers are inclined to reprimand educators who fail to honour classes or periods;
- school managers perceive that learners should also be reprimanded verbally by educators and SMT members;
- school managers should be determined to accommodate parental involvement in the education process, ensuring the status of parents to decide on the quality of education;
- school managers indicate that normal conflict resolution mechanisms should be used in order to identify problems, listen to viewpoints of both groups involved and investigate possible solutions as a remedial measure;
- school managers deem it necessary to provide educators with conflict management skills because educators need to know how to resolve conflict. Workshops by school managers should be conducted to assist educators to have conflict management skills;
- school managers are inclined to see school governing bodies developed into a most influential and supportive status. When conflicts emerge they have to make suggestions or proper ruling;
- school managers' opinion is to involve parents in discipline of learners when learners with behavioural problems are reprimanded. Parents should also ensure learners' progress;
- some school managers are inclined to hold parents meetings and open days hoping to educate educators and parents in order to be able to manage change successfully;
- school managers are of an opinion that educators need to be trained because they lack confidence in executing duties in education at schools;
- school managers believe that school holidays should be utilised for in-service training where educators could be further equipped with skills;
- some school managers should take the fact that the recent curriculum

change would put pressure on educators who need to adapt to the curriculum demands and new practices into cognisance;

- school managers hold the perception that learning facilitators must be utilised for the purposes of retraining educators making use of organised workshops and seminars;
- educators are reprimanded verbally, then follows two written warnings and a final written warning. Learners are verbally reprimanded, they are allocated community services which restores their merits and credits. Small menial tasks like tidying up the classroom and detention of learners to use their time constructively is an alternative.

The above-mentioned questionnaire findings indicate that school managers should be empowered in management skill.

5.2.4 Findings regarding interviews aimed to retrieve the school managers' perception of school management

Interviews (cf. 4.2.2) with school management team members indicated that the following are the perceptions of the school managers:

- workshops to empower capacity of school managers by the Free State Department of Education are not sufficient to equip them with most efficient management skills;
- school managers believe that school management teams should organise workshops, seminars and staff meetings to develop the educators to be the effective implementors of the new curriculum;
- school managers' opinions allege that learning facilitators and experts from the Department of Education and other institutions are not doing enough to empower educators to perform their duties;
- change is seen as transformation of educational management, system and

challenges facing all stakeholders;

- change is seen as a shift from good to best in terms of management, learners outcomes and acclimatising to new educational demands, laying new aims/objectives and new mechanisms of reaching them;
- the encouragement role of school management teams to staff, learners and parents who may consider accepting change are placed in perspective;
- school management teams believe that they have a task to encourage staff to align themselves with the vision of the school;
- by holding meetings and explaining the change process, the stakeholders in the community become empowered and encouraged to take part in the educational activities nationally;
- the SMT's are inclined to enlighten the stakeholders about the need for change and taking initiative to create flexibility in the process;
- school management teams revealed that they make classroom observations with a purpose to develop the educators' practice;
- some school managers allege that SADTU members refuse to be observed in practice by their supervisors;
- school managers of the schools are inclined to have classroom visits quoting Resolution (4) of DAS;
- it will give the SMT's a clear picture of how much progress the educators make in their interaction with the learners;
- school managers see classroom observations/visits as an opportunity to evaluate the achievements of educators and to help them to identify ways to improve their skills and performance;
- school managers are inclined to conduct classroom observations because they empower educators' to check the pace at which their work programmes progress;
- the SMT's hold a strong perception that educators should strive for an effective, efficient and quality service delivery making sure learners' work are

controlled. They are determined to control educators workbooks and to moderate the question papers and memorandums.

5.3 IMPLICATIONS OF THE RESULTS TO EDUCATORS

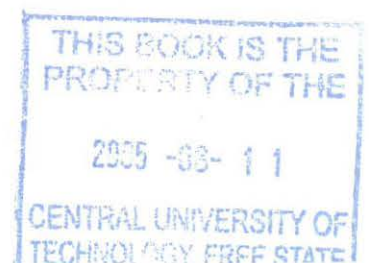
This study established an evident scenario in order to address some of the challenges educational leaders are facing, but yet imperative to consider the need for capacity building (cf.4.2.2).

School managers are of the opinion that most secondary schools are fraught with behavioural problems among educators and learners because there has been a considerable neglect of educational management preparation programmes to equip school managers with the necessary skills for conflict management and resolution (cf.4.2.1).

School managers perceive educational management training and subsequent certification on completion of the course as a necessary effort and incentive that will equip prospective school managers with the necessary skills and confidence to execute their tasks effectively (cf.4.2.2).

School managers hold a strong perception that the appointment of educators to managerial positions on the basis of classroom performance have exposed an acute lack of readiness to assume responsibilities integral to such positions. They feel that a total management development programme should be instituted for the implementation of a national education policy (cf.4.2.2).

The school managers believe that an educational management certificate should be seriously considered as a pre-requisite for an appointment to a management post. They are of the opinion that entry into administration should therefore require



more than perseverance and time served, but it should be the best, well-prepared and creative people in the field of education (cf.4.2.2).

In a developing country such as South Africa much still has to be done to enhance professional development of school managers. They are inclined to see more in-service educational programmes introduced on a regular basis to satisfy the needs of the educational managers (cf.4.2.2).

The school managers emphasize the need to develop a theory on educational management which take the changing realities in the South African context into account particularly the changing role of school managers and other management staff (cf.4.2.2).

Some school managers believe that if the Free State Department of Education could target school managers when conducting workshops and seminars, there will be a minimal problem of governance (cf.4.2.2).

They are inclined to see the collaboration between government departments, non-governmental organisations (NGOs) and institutions of higher learning for quality provisioning of educational management training (cf.4.2.2).

Although there is consensus on the deficiency of current educational management training programmes, there is no agreement on the actual form and content of programmes to equip school managers for the future. This scholastic debate among researchers provides a basis upon which further research can be conducted (cf.4.2.2).

5.4 RECOMMENDATIONS

The school managers perceive the following to be the most applicable recommendations which could be implemented by the Department of Education which are that:

- it should be the responsibility of school management teams to initiate capacity building programmes aimed at improving the efficiency among school managers;
- the department should have a core team at provincial level that will train, support and monitor progress or problems encountered by different schools;
- time should be allowed for workshops for school management teams, managers and the Department of Education should consider utilizing school holidays for workshops;
- the school managers recommended that the Developmental Appraisal System on resolution 4 should be implemented as a matter of urgency because its main function is to develop educators in the level of professional practice; and
- the Department of Education should request reports for class visits every term and involve the SMT members in the training on disciplinary procedures.

5.5 CONCLUSION

The responses to questionnaires and interviews were compiled by the researcher to communicate the opinions, suggestions, perceptions and recommendations of respondents.

21 There is evidence that educators, school management teams and school managers should be trained and be exposed to new information in order for them to cope with the dynamic process in education.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

The aim of this study was to obtain the perceptions of school managers regarding management of change in secondary schools.

This study was also aimed at ensuring improvement, efficiency and professionalism in the executing of managerial duties, which means that further research needs to be conducted in related fields.

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ANNEXURE A

Letter to Department of Education and Culture

13406 Oppenheimerpark
WELKOM
9463

9 July 2002

Department of Education and Culture
To : District Director
GOLDFIELDS DISTRICT

RE : REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I hereby request a permission to conduct a research in Thabong Secondary Schools in Welkom. I am doing my masters degree in cognitive education.

My research will not disrupt the programmes of the schools.

I will be glad if my request will be approved.

A MABASA

ANNEXURE B

LETTER FROM FREE STATE PROVINCE DEPARTMENT OF EDUCATION

FREE STATE PROVINCE

Enquiries : Mrs M V Wassels/
Reference no. : 16/4/1/37-2002

Tel : (051) 404 8075
Fax : (051) 404 8074

2002-09-10

Mr A Mabasa
13406 Oppenheimer
Welkom
9463

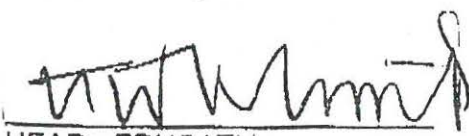
Dear Mr Mabasa

REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **PERCEPTIONS OF SCHOOL MANAGERS REGARDING THE MANAGEMENT OF CHANGE IN THABONG SCHOOLS.**
3. Your research project has been registered and you may conduct research in the Free State Department of Education under the following conditions:
 - 3.1 Principals and educators participate voluntarily in the project.
 - 3.2 The names of the schools and principals involved remain confidential.
 - 3.3 The interviews take place outside the normal tuition time of the school.
 - 3.4 You consider making the suggested changes to the questionnaires.
 - 3.5 This letter is shown to all participating persons.
4. You are requested to donate a report on this study to the Free State Department of Education. It will be placed in the Education Library, Bloemfontein.
5. Once your project is complete, we should appreciate it if you would present your findings to the relevant persons in the FS Department of Education. This will increase the possibility of implementing your findings wherever possible.
6. Would you please write a letter accepting the above conditions? Address this letter to:

The Head: Education, for attention: CES: IRRISS
Room 1213, C R Swart Building
Private Bag X20565, BLOEMFONTEIN, 9301
7. We wish you every success with your research.

Yours sincerely



ANNEXURE C

INTERVIEW QUESTIONS

School Management Team Members

- 1 Do you think that the Free State Department of Education is doing enough to improve the capacity of school managers? Motivate your answer.
- 2 Which mechanisms can the school management team employ to satisfy the goal of staff development?
- 3 What do you understand by change as part of the educational management process?
- 4 How can the SMT encourage the staff, learners and parents to consider and accept change?
- 5 Does the school management team make classroom observations?
- 6 What do you think could be the importance of classroom observations/visits?
- 7 How often do school management teams make classroom observations/visits?
 - (a) Once a month.
 - (b) Twice a month.
 - (c) Quarterly.
- 8 What control measures should the SMT employ to oversee the work of educators in their classrooms?

ANNEXURE D

VISTA UNIVERSITY □ WELKOM CAMPUS

DEPARTMENT OF EDUCATION

QUESTIONNAIRE FOR SCHOOL MANAGERS

INSTRUCTIONS TO PARTICIPANTS/RESPONDENTS

In this questionnaire you are presented with open-ended questions.

- Please note that there are *no right or wrong responses* to the items or questions in this questionnaire.
- Complete the questionnaire *as honestly as may be possible* (the first response that generally comes to mind is often the most valid response to a given question or item).
- Also note that through your responses you will be making a valuable contribution to this study.
- Respondents identities will be kept strictly confidential.

-2-

- 1 Do teachers and learners at your school attend and honour classes or periods as expected.

Yes	No
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- 2 In what way would you reprimand learners and educators at your school failing to honour classes or periods?

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- 3 How do you deal with lack of or no cooperation from your educators or learners?

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- 4 What measures would you employ to cope with resistance of educators and learners to change?

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-3-

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- 5 As a school manager you have to implement some changes at your school. Some members of your staff seem to have no problem in accepting and complying with the change but other staff members are in resistance. What conflict management skills would you employ in trying to resolve conflict between these two groups at your school?

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- 6 Your staff members need education on conflict management. Why do you think it is necessary to provide education on conflict management? Motivate your answer.

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-4-

7 Explain how parents are involved in the school work of their children.

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8 How would you facilitate parental involvement at your school?

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9 How would you encourage educators and parents to manage change successfully?

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10 How would you deal with parental lack of cooperation and resistance to change?

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-5-

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- 11 What makes managerial training necessary for both your staff and parents in SGB capacity?

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- 12 What measures would you administer to enforce discipline to your educators and learners?

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THANK YOU FOR YOUR COOPERATION